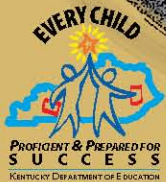
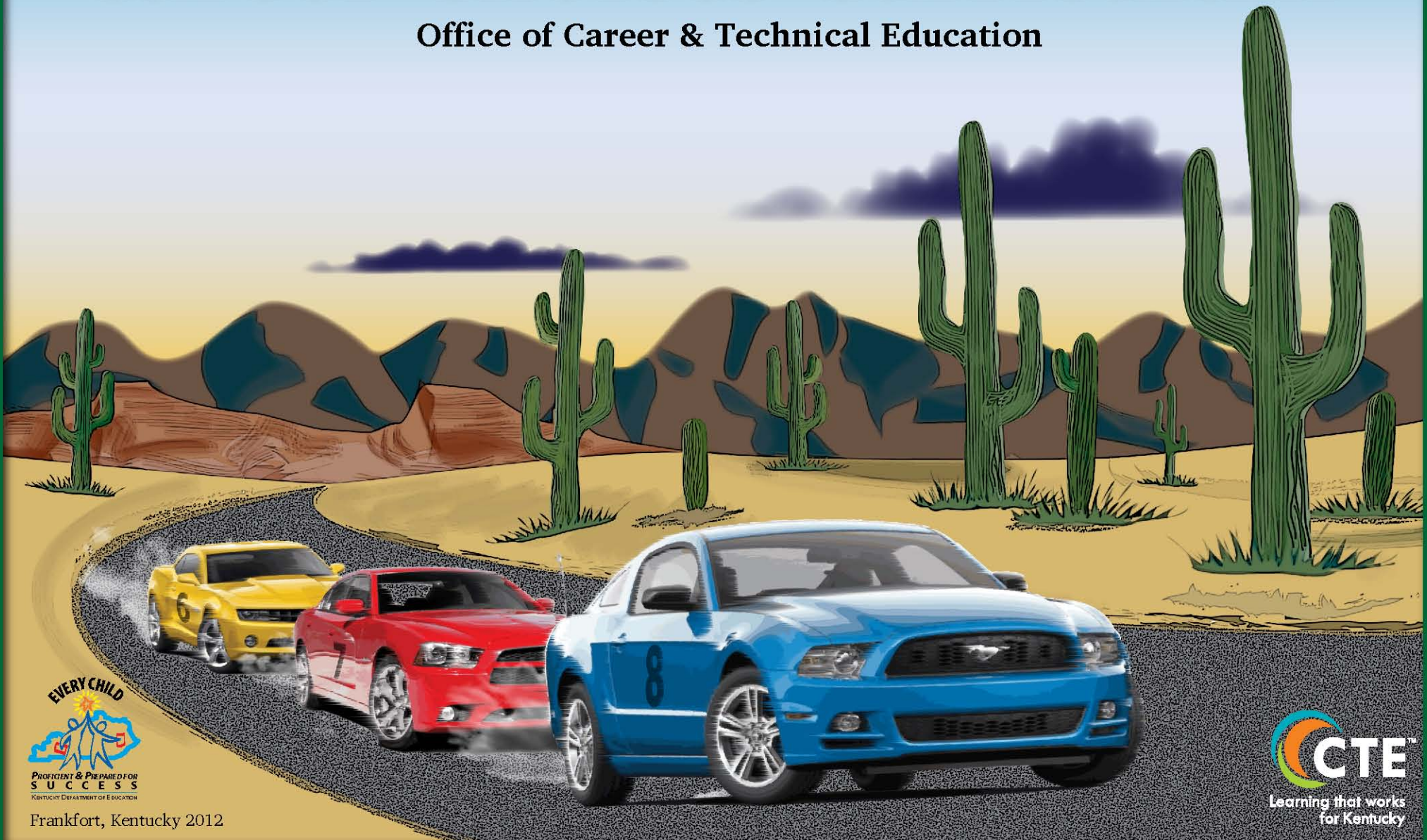


Career Choices Curriculum

Office of Career & Technical Education



Frankfort, Kentucky 2012



Career Choices Curriculum

Office of Career & Technical Education

Sixth Grade



CAREER CHOICES--6TH GRADE TUNE UP FOR CAREERS

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ACKNOWLEDGEMENTS

Many thanks go to the members of the Career Choices Curriculum Committee for their dedication of time and energy in organizing and developing the curriculum for the sixth grade component of Career Choices. Committee members were Sherry L. Richards, Meece Middle School – Somerset Independent and Ashley L. Rosen, Winburn Middle School, Fayette County – Lexington.

Thanks also to Michael Hackworth and Donnalie Stratton, Consultants in the Office of Career and Technical Education who served as project directors and to Linda Dunsmore, retiree from Division of Career and Technical Education for editing and providing technical assistance to the project.

To the Teacher

Career Choices is a program designed for middle school students and introduces them to a broad range of careers in today's society. The materials in the unit for the sixth grade were developed to give an overview of curriculum that might be used by any certified middle school teacher for career exploration.

The material is organized as follows:

Tune Up for Careers

(The number of lessons may be adjusted depending on school schedule)

Included in the unit are learning targets and learner activities which encompass ELA (English/ Language Arts) and Math Common Core State Standards, 21st Century Skills, and are cross-referenced with other national and state standards.

To aid the teacher in using some of the activities identified in the unit, supplements have been provided at the end of the unit. Some of these materials are ready-to-copy or may need to be altered to suit a specific classroom needs. A list of these and access information can be found in the resource section of the unit.

Career Choices: Sixth Grade

Course Title: Career Choices**Grade Level: 6**

Description: This course is designed for 6th grade students and allows them to explore a broad range of careers available in today's society. Units of instruction focus on content as outlined in the KDE Program Review for Practical Living/Career Studies. This will assist students in identifying and researching careers best suited to their interests, skills and values. The Individual Learning Plan (ILP) will be utilized as a tool for career exploration.

Unit Title: Tune Up for Careers**Section I: General Information and Overview:**

Unit Overview: Unit focuses on developing an Individual Learning Plan (ILP) as well as creating an awareness of skills future employers expect employees to have before they start on the job, such as Secretary's Commission on Achieving Necessary Skills (SCANS). Examples include identifying how each student learns best, time management, goal setting, and problem solving.

Section II: Learning Targets – I Can:

- Identify and explain why people need to work.
- Analyze individual interests, aptitudes, and attitudes relating to career exploration.
- Develop an awareness of career clusters and jobs relating to those clusters.
- Identify and apply basic academic and technological skills relating to a variety of careers.
- Identify employability, work habits, attitudes and social skills important to career success.
- Complete the Individual Learning Plan Standards for the 6th grade.

Section III: Major Focus

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
I can identify and explain why people need to work.	<p>Complete Supplement 1: View the “Career Exploration PowerPoint”</p> <p>Complete Activity 1: Learning Styles Inventory from the ILP (Individual Learning Plan) webpage.</p> <p>Complete Supplement 1a: “Career Exploration Assignment”</p> <p>Complete Supplement 2: “Planning for Success”</p> <p>Complete all activities that are required components of the 6th Grade ILP (Individual Learning Plan).</p>	<p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	Life and Career Skills
I can analyze individual interests, aptitudes, and attitudes relating to career exploration.	<p>Complete Activity 2: Career Matchmaker component of the ILP (Individual Learning Plan) with questions designed to determine likes and dislikes.</p> <p>Complete Supplement 3: ILP Individual Classroom Activity 3 “Using Career Matchmaker”.</p> <p>Complete Supplement 4: Writing Prompt: Interests, Skills and Values.</p> <p>Complete all activities that are required components of the 6th Grade ILP (Individual Learning Plan).</p>	<p>CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>Critical Thinking/Problem Solving</p> <p>Initiative and Self-Direction</p> <p>Communication and Collaboration</p>

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>I can develop an awareness of career clusters and jobs relating to those clusters.</p>	<p>Complete Supplement 5: “Student Interest Survey” for Career Clusters. An electronic version of the Student Interest Survey for Career Clusters™ is available online with approval from the National Career Technical Education Foundation (NCTEF) at http://www.tstc.edu/pyp/. A hardcopy in English Supplement 5a and Spanish Supplement 5b is available in resources.</p> <p>Complete Supplement 6: Watch “Career Clusters”, a PowerPoint presentation about careers in the 16 Career Clusters.</p> <p>Complete Activity 3: “Career Clusters Portion of the ILP” (Individual Learning Plan)</p> <p>Complete Supplement 7: “Career Clusters Activity”.</p> <p>Complete Supplement 8: ILP Individual Classroom Activity 7: Career Clusters Research Project</p> <p>Complete Supplement 9: Create a PowerPoint or foldable about Career Clusters. (Rubric)</p> <p>Complete all activities that are required components of the 6th Grade ILP (Individual Learning Plan).</p>	<p>CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>Information Literacy</p> <p>Problem Solving</p> <p>Communication</p> <p>Critical thinking and Problem Solving</p>

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>I can identify and apply basic academic and technological skills relating to a variety of careers.</p>	<p>Choose two jobs from any of the 16 Career Clusters. View suggestions of occupations from the Career Clusters PowerPoint or use the Occupational Outlook Handbook and research occupations on their own.</p> <p>Complete Supplement 10: Use a compare and contrast graphic organizer to display findings for each job and compile a list of useful skills identified for each job using the Occupational Outlook Handbook (http://www.bls.gov/ooh/).</p> <p>Complete Supplement 11: “Skills Graphic Organizer” Create a graphic organizer of the skills learned in school (review the SCANS skills). Discuss if there are missing skills-things not learned in school that are needed in order to be a success at this job.</p> <p>Complete Activity 4: “Careers That Interest Me Portion of the ILP” (Individual Learning Plan).</p> <p>Complete Supplement 12: Evaluate the list of careers using the questions found “Career Exploration Mapping” (Save two careers to the ILP (Individual Learning Plan)).</p> <p>Using Part 2 of Supplement 12, add at least one more career to their ILP based on their favorite school subject.</p> <p>Note: When copying Supplement 12, make three copies of the first page and one of the second page for each student to make it easier to organize the information.</p> <p>Complete Supplement 13: Complete ILP</p>	<p>CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a</p>	<p>Productivity</p> <p>Problem Solving</p> <p>Initiative and Self-Direction</p>

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
	<p>Individual Classroom Activity 10: Discovering Your Work Skills.</p> <p>Complete all activities that are required components of the 6th Grade ILP.</p>	<p>standard format for citation.</p> <p>CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.</p>	
<p>I can identify employability and social skills important to career success.</p>	<p>Complete Supplement 14: Watch the Soft Skills vs. Hard Skills PPT http://www.breitlinks.com/careers/soft_skills.htm</p> <p>Complete Activity 5: Complete the “My Skills” questions under the Career Matchmaker portion of the ILP (Individual Learning Plan).</p> <p>Complete Supplement 15: ILP Individual Classroom Activity 11: Using my Skills</p> <p>Complete all activities that are required components of the 6th Grade ILP (Individual Learning Plan).</p>	<p>CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>Critical Thinking and Problem Solving</p> <p>Media Literacy</p> <p>Creativity and Innovation</p>
<p>I can complete the Individual Learning Plan Standards for the 6th grade.</p>	<p>Through completing the 5 activities in the outcomes above, students satisfy the required components of the ILP for the 6th grade.</p> <p>Teachers conference with students and complete the review and revise portion of the ILP (Individual Learning Plan) and check for completion.</p>		<p>Communication</p> <p>Creativity and Innovation</p>

Section IV: Culminating Project and Scoring Guide

Students will have a collection of materials in their personal folder or binder for Career Choices (preferably numbered and in order and none left out). Materials in folder should include notes, worksheets, foldables and/or brochures. This should be evaluated based on teacher expectations and directions given in class.

All will be used as study materials for the unit test.

Scoring Guide:

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Content	All assigned & classroom work is in the folder.	One piece of work is missing from the folder.	Two pieces of work are missing from the folder.	Three or more pieces of work are missing from the folder.
Required Elements	All work is completed to the teacher's satisfaction.	All papers in the folder are completed.	Most papers in the folder are completed.	Few papers in the folder are completed.
Organization	Papers or other materials are numbered and in the folder in the order in which they were done in class.	Papers are completely in the order in which they were done in class.	Papers are almost completely in the order in which they were done in class.	There is very little order or organization to the papers in the folder.
Neatness & Clarity of Work	All work is neat and easy to read.	Work is reasonably neat and clear.	Work is somewhat neat and clear.	The work is not neat and very hard to read.
Use of Time; Punctuality	Folder is turned in before the day it is due.	Folder is turned in on the day it is due.	Folder is turned in one day late.	Folder is turned in more than one day late.

Section V: Assessment and Enabling Skills and Processes

A. Assessment

Daily work and participation
Career Choices personal folder/binder
Quizzes and other assessments
Open response questions
Multiple-choice questions
Completion of assigned portions of ILP

B. Enabling Skills/Processes (21st Century Skills)

Refer to 21st Century Skills webpage. <http://p21.org>

C. Vocabulary

job	first impression	maturity	responsibility
occupation	cooperative	reliable	empathy
career	nonverbal communication	body language	initiative
interest	positive attitude	prioritize	integrity
skills	employability skills	flexible expenses	considerate
values	learning style	work ethic	punctual
verbal communication	Career Cluster	ILP (Individual Learning Plan)	aptitude

Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

Individual Learning Plan
Career Clusters Website
Career Clusters Poster
PowerPoints

B. Resource Text

All resource text is included in supplements or supplied by websites.

C. Technology

Equipment necessary to present PowerPoint presentations
Computer lab with internet access

D. Materials

Computer
Pencil/pen
Paper

E. Equipment

Computer
Internet Access

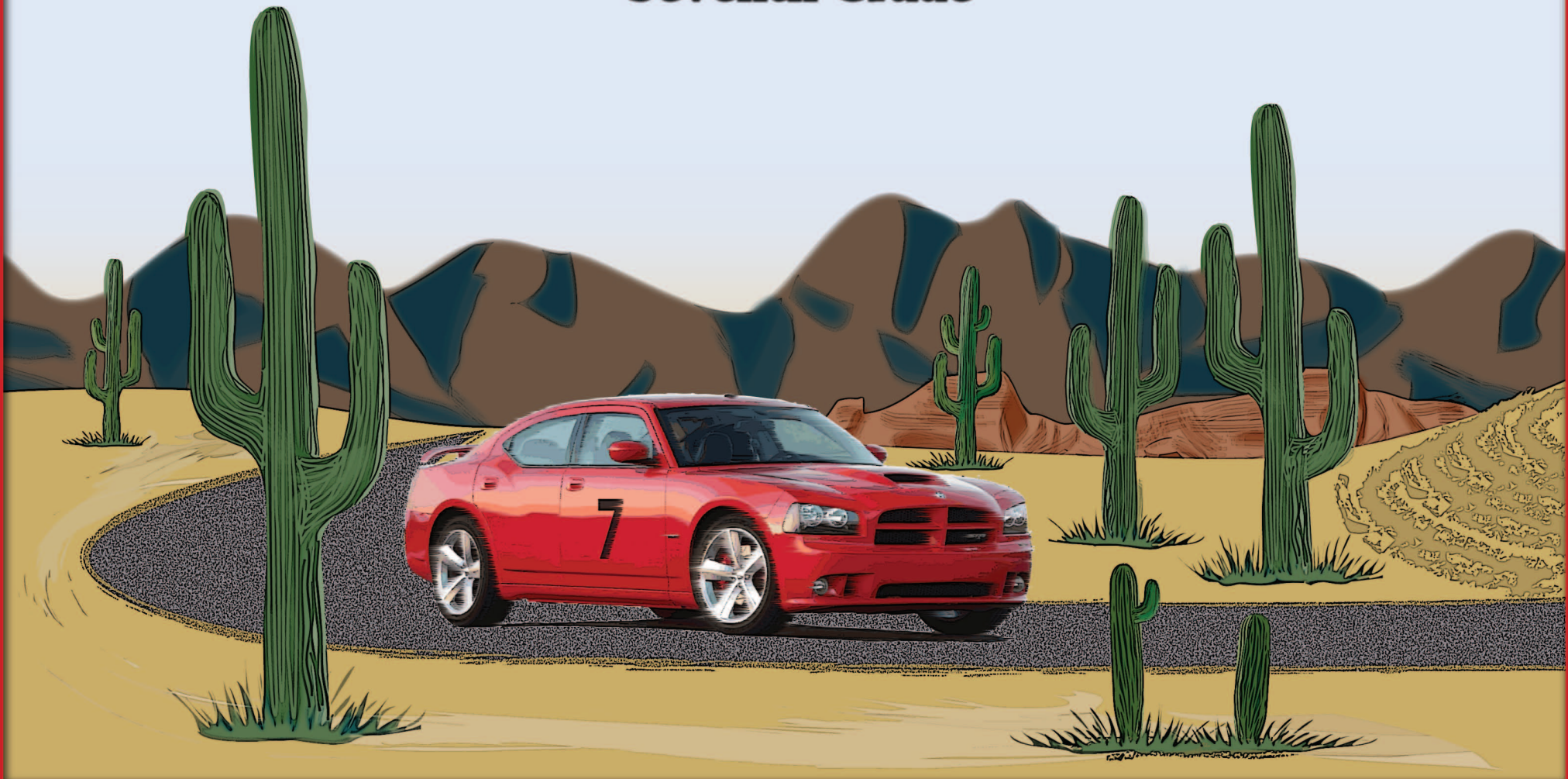
F. Supplements

Supplement 1: [Career Exploration PowerPoint](#)
Supplement 1a: [Career Exploration Assignment](#)
Supplement 2: [Planning for Success](#)
Supplement 3: [ILP Individual Classroom Activity 3 “Using Career Matchmaker”](#)
Supplement 4: [Writing Prompt: Interests, Skills and Values](#)
Supplement 5: [Student Interest Survey](#)
Supplement 5a: [Hardcopy English Version](#)
Supplement 5b: [Hardcopy Spanish Version](#)
Supplement 6: [Career Choices](#) PowerPoint
Supplement 7: [Career Clusters Activity](#)
Supplement 8: [ILP Individual Classroom Activity #7: Career Clusters Research Project](#)
Supplement 9: [\(Rubric\)](#) for a PowerPoint or foldable about Career Clusters
Supplement 10: [Compare and Contrast Graphic Organizer](#)
Supplement 11: [Skills Graphic Organizer](#)
Supplement 12: [Career Exploration Mapping](#)
Supplement 13: [ILP Individual Classroom Activity 10: Discover Your Work Skills](#)
Supplement 14: [Soft Skills vs. Hard Skills PPT](#) http://www.breitlinks.com/careers/soft_skills.htm
Supplement 15: [ILP Individual Classroom Activity 11: Using my Skills](#)

Career Choices Curriculum

Office of Career & Technical Education

Seventh Grade



CAREER CHOICES--7TH GRADE MAPPING A CAREER TRIP TABLE OF CONTENTS

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Many thanks go to the members of the Career Choices Curriculum Committee for their dedication of time and energy in organizing and developing the curriculum for the seventh grade component of Career Choices. Committee Members were Haley Chambers, Benton Middle School, Marshall County, Benton and Kevin Clary, Jessie Clark Middle School, Fayette County, Lexington.

Thanks also to Michael Hackworth and Donnalie Stratton, Consultants in the Office of Career and Technical Education who served as project directors and to Linda Dunsmore, retiree from Division of Career and Technical Education for editing and providing technical assistance to the project.

To the Teacher

Career Choices is a program designed for middle school students and introduces them to a broad range of career in today's society. The materials in these units for the seventh grade were developed to give an overview of curriculum that might be used by any certified middle school teacher for career exploration.

The materials are organized in units as follows:

Mapping a Career Trip

Career Quest

(The number of lessons may be adjusted depending on school's schedule)

Included in the unit are learning targets and learner activities which encompass ELA (English/ Language Arts) and Math Common Core State Standards, 21st Century Skills, and cross-referenced with other national and state standards.

To aid the teacher in using some of the learner activities identified in the units, supplements are provided at the end of the unit. These materials are ready-to-copy or may need to be altered to suit specific classroom needs. A list of the supplements and access information can be found in the resource section of the unit.

Career Choices: Seventh Grade

Course Title: Career Choices

Grade Level: 7

Description: This course is designed for middle school students and introduces them to a broad range of career opportunities available as described in the 16 Career Clusters. Units of instruction will focus on content for 7th grade as outlined in the KDE Program Review for PL/CS. Opportunities for student interaction with business and industry professionals maybe provided through physical/virtual field trips, service learning projects, job shadowing and mentoring. The Individual Learning Plan (ILP) will be utilized as a tool for identifying careers and planning a career path.

Unit Title: Mapping a Career Trip

Section I: General Information and Overview:

Unit Overview: Unit focuses on ways to develop positive work habits and skills that will impact an individual's success in planning for a career. Students will continue their career planning process, including continued development of an Individual Learning Plan (ILP).

Section II: Learning Targets – I Can:

- Identify and explain why people need to work.
- Develop an awareness of career clusters and jobs relating to those clusters.
- Identify and apply basic academic and technological skills relating to a variety of careers.
- Identify employability and social skills important to career success.
- Identify skills that a variety of careers have in common and that are transferable among many careers.
- Exhibit productive work habits, attitudes, and social skills.
- Analyze individual interests, aptitudes, and attitudes relating to career planning.
- Utilize Individual Learning Plan to explore careers, set goals, and record co-and extra-curricular activities.

Section III: Major Focus

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Analyze individual interests, aptitudes, and attitudes related to career planning.</p> <p>Update my ILP.</p>	<p>Complete a learning style inventory. The VARK Questionnaire, How Do I Learn Best? http://www.vark-learn.com/english/page.asp?p=younger.</p> <p>Define and discuss the different learning styles.</p> <p>Decide if the results are accurate.</p> <p>Complete Supplement 1, “Planning for Success” setting some short-term goals related to their preferred learning styles.</p> <p>Complete Supplement 2, “PL/CS Personality Assessment”.</p> <p>Note to Teacher: Students may be grouped according to their learning styles to prepare for the next activities.</p>	<p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and finds, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples: use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Information Literacy</p> <p>Communication</p> <p>Productivity and Accountability</p> <p>Initiative and self-direction</p> <p>Communication</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Identify and explain why people need to work.</p> <p>Update my Individual Learning Plan.</p>	<p>Log in to the Internet to access Career Cruising http://www.careercruising.com/ILP/ and complete Careers that Interest Me.</p> <p>Complete Supplement 3, “Why Work?”.</p> <p>Complete Supplement 4, “Open Response – Why People Work”.</p>	<p>CCSS.ELA-Literacy.W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>Critical Thinking and Problem-Solving</p> <p>Communication</p> <p>Creativity and Innovation</p> <p>ICT Literacy</p>
<p>Identify and apply basic academic and technological skills relating to a variety of careers.</p> <p>Update my Individual Learning Plan.</p>	<p>Research six new career choices. Complete Supplement 5, “A Day at the Career Fair” to guide research about additional career choices.</p> <p>Create a career bookmark showing their potential career path from the careers saved in Career Cruising.</p>	<p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Media Literacy</p> <p>Initiative and Self-Direction</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Examine skills that are needed to be accepted into college or other postsecondary training or to get a job.</p> <p>Identify and apply basic academic and technological skills relating to a variety of careers.</p> <p>Update my Individual Learning Plan.</p>	<p>List careers that are impacted or affected by technology skills. Discuss and create a class list, include being dependable, problem solving, communicating clearly, showing initiative, taking responsibility, using computers and other technology, being able to work in a group or on a team, showing up on time, following directions, and listening.</p> <p>Brainstorm in groups of 2-3 to determine why the skills listed are important and analyze what the world would be like without them.</p> <p>Write a feature article explaining results. Utilize Supplement 6, "Career Feature Article".</p>	<p>CCSS.ELA-Literacy.W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Collaboration</p> <p>Leadership and Responsibility</p> <p>ICT Literacy</p> <p>Information Literacy</p>
<p>Examine skills that are needed to be accepted into college or other postsecondary training or to get a job.</p>	<p>Explore the web site: www.knowhow2goky.org/middle/index.php Complete all Middle School activities on the web site. Summarize and record information regarding a career interest obtained from the site.</p>	<p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Critical Thinking and Problem Solving</p> <p>ICT Literacy</p> <p>Media Literacy</p>
<p>Identify and apply basic academic and technological skills relating to a variety of careers.</p>	<p>Access Career Cruising at: http://www.careercruising.com/ILP/ and complete Schools that Interest Me.</p> <p>Record data in a spreadsheet (such as Microsoft Excel) for each school researched to do a comparison. Utilize Supplement 7.</p>	<p>CCSS.Math.Content.7.RP.A.2 Recognize and represent proportional relationships between quantities.</p>	<p>Media Literacy</p> <p>ICT Literacy</p> <p>Critical Thinking and Problem Solving</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Examine skills that are needed to be accepted into college or other postsecondary training or to get a job.</p> <p>Update my Individual Learning Plan.</p>	<p>"School Cost Spreadsheet".</p> <p>Comment in the ILP on each school, referring to the spreadsheet comparison and considering plans needed to pay for post-secondary education.</p>		<p>Financial, Economic, Business and Entrepreneurial Literacy</p>
<p>Develop an awareness of career clusters and jobs relating to those clusters.</p> <p>Update my Individual Learning Plan.</p>	<p>Cut 15 strips of paper to make a paper chain. On three of the strips, name three related careers and explain how the careers are related. Are all three careers in the same career cluster?</p> <p>Access Career Cruising http://www.careercruising.com/ILP/ and complete Career Cluster Interests. Select additional career clusters to investigate. Identify three separate careers within each cluster and examine the job description, working conditions, earnings, education and career path for each career, listing important information on a slip. Link related careers together to create a paper chain. Repeat the steps for each career until all 15 slips are used.</p> <p>Analyze the paper chains to see if any jobs within a chain are related to another career cluster. Re-link the chain until all possible</p>	<p>CCSS.ELA-Literacy.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Creativity and Innovation</p> <p>ICT Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>Social and cross-cultural skills Collaboration</p> <p>Flexibility and Adaptability</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
	<p>careers are linked together. (Work with a partner.)</p> <p>Comment in the ILP on the most notable item learned through the linking process. Rank each career cluster according to interest (1-most interested through 5-slightly interested).</p> <p>Reflect and comment on the career clusters chosen. Compare the clusters with ones in Career Matchmaker.</p> <p>Create a list of all activities since the beginning of the sixth grade. Include start and ending dates, a description (such as a coach's or sponsor's name), special awards or achievements. Include scouts, sports teams, gymnastics, church-related activities, clubs and hobbies. If a scanner is available, attach any electronic evidence of participation (newspaper articles, certificates, e-mails, letters).</p>		
<p>Analyze individual interests, aptitudes, and attitudes related to career planning.</p> <p>Demonstrate employability and social skills important to career</p>	<p><i>Preparation note to teacher prior to class:</i> On index cards or small pieces of paper record different methods of finding a job such as using the Internet, signs at a place of business, television, radio, classified ads, newspapers, magazines, counselors, career fairs, employment agencies, networking, job shadowing, mentoring, internships, unemployment office, job corps, federal government, state government. Place the</p>	<p><u>CCSS.ELA-Literacy.RST.6-8.7</u> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>Media Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>ICT Literacy</p> <p>Productivity and Accountability</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
success.	<p>cards under student seats. As class begins, have students hypothesize a method for getting a job. Have them look under their seats to discover more ways to find a job.</p> <p>View and take notes on “The World of Work: Getting a Good Job,” a KET EncycloMedia video. http://streaming.discoveryeducation.com/</p> <p>Complete the black line masters (pages 2, 3, 4, 9, 10, 12, 13, 14, 15, 16) included on the Web with the video:</p> <ul style="list-style-type: none"> • Viewers’ Concept Guide, “Getting a Good Job, Part 1” • My Likes & Dislikes • When I’ve Been Complimented • Viewers’ Concept Guide, “Getting a Good Job, Part II” • More on Casting a Wide Net, • Constructing Your Network, Page 1 • Constructing Your Network, Page 2 • Preparing for a Job Interview • Interview Check List • The Thank You Note <p>Video lasts approximately 30 minutes. Video segments may be used to save time.</p> <p>Create a brochure that summarizes the information from the videos.</p> <p>Complete Supplement 8, “I Need a Job!”</p>		Civic Literacy
Update my ILP.	<p>Access Career Cruising at: http://www.careercruising.com/ILP/ and</p>	<p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-</p>	Critical Thinking and Problem Solving

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Identify and apply basic academic and technological skills relating to a variety of careers.</p> <p>Demonstrate employability and social skills important to career success.</p>	<p>complete Organizations and Activities.</p> <p>Complete the Supplement 9, “Career Interest Survey” with two professionals in the community.</p> <p>Write three questions an interviewer would ask and three questions that are appropriate to ask the interviewer. Review and discuss the questions.</p> <p>Participate in mock interviews, practicing good interview habits.</p> <p>Identify and review the interviewee’s non-verbal communication, verbal communication, and interview skills.</p> <p>Complete Supplement 10, “The Interview”.</p> <p>Note to Teacher: If possible, video the interviews so students can see what they are doing while interviewing (playing with their hair, starting each sentence with ummm, or staring at the floor, for example). Invite business owners and managers from the community to assist in “interviewing” the students.</p>	<p>one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Communication</p> <p>Collaboration</p> <p>Initiative and Self-Direction</p> <p>Leadership and Responsibility</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Analyze individual interests, aptitudes, and attitudes related to career planning.</p> <p>Identify and apply basic academic skills relating to a variety of careers.</p>	<p>Create a final project, utilizing Supplement 11, "Career Choices Final Project". Present the projects to the class or display projects at Reality Store.</p> <p>Note to Teacher: If time allows, students may be shown some examples related to possible projects, such as reading <i>Click, Clack, Moo Cows That Type</i> to remind them of what a children's book looks and sounds like. Students might compose a simple song or rap related to careers. You may want to play a game such as Life or Corn Hole to illustrate possible types of games.</p>	<p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Initiative and Self-Direction</p> <p>Media Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>ICT Literacy</p> <p>Collaboration</p>

Section IV: Culminating Project and Scoring Guide

Career Choices Final Project

Choose one of the options below to complete the first round requirements. Please be sure that all sentences are complete, your information is accurate, and your spelling and grammar are correct. You do not have to choose the activity that fits with your best learning style, but it might make it easier for you.

	Option 1	Option 2	Option 3	Option 4
Learning Style	<u>Visual</u>	<u>Read/Write</u>	<u>Aural</u>	<u>Kinesthetic</u>
Assignment	Create a PowerPoint presentation teaching an important concept from the unit. Feature: <ul style="list-style-type: none"> • Your picture • A background related to your future career • A vocabulary words and definitions related to careers, • Explanation or any other important details 	Create a children's book that tells the story of the career path to follow to be successful in a career in which you are interested. Should include career-specific vocabulary and definitions, pictures (you may even include your own).	Create a song or rap that is school-appropriate and tells a story about getting a specific job or career, how to write a resume, ILPs, career clusters, and so on. Record it on video.	Create a board game that demonstrates steps to getting a job, completing your ILP, uses for skills, or how career clusters are related.
Optional Computer Application	Microsoft Office PowerPoint or prezi.	Microsoft Office Word and Paint to cut out pictures.	Microsoft Office Word or Windows Movie Maker for the video.	Microsoft Office Word.
Content	Picture should add meaning and not be copyrighted or pixilated. You must appear in the picture. Words should be from the careers course.	Should have at least 20 pages including related pictures. Must tell a story; complete a story board first. Information should not be copy righted, plagiarized or pixilated. May be landscape or portrait.	Song should be a minimum of 3 minutes long and performed on tape. Must sound/look professional. Include appropriate vocabulary words and definitions/ explanations. Must also turn in a written copy.	Board game should include vocabulary and definitions. Should include directions for playing the game or be self-explanatory. Must look professional. Might include multiple choice or other types of questions players would answer to demonstrate content

				knowledge. Should be challenging.
	Option 1	Option 2	Option 3	Option 4
Learning Style	<u>Visual</u>	<u>Read/Write</u>	<u>Aural</u>	<u>Kinesthetic</u>
Layout and Design	<p>Good use of white space (fill the page).</p> <p>Easy to read from a distance.</p> <p>Nice use of color.</p> <p>Self-explanatory.</p>	<p>Good use of white space (fill the page).</p> <p>Easy to read from a distance.</p> <p>Nice use of color.</p> <p>Self-explanatory.</p>	<p>Video should be self-explanatory and coherent.</p> <p>Should have good flow, rhythm, and good use of time.</p>	<p>Good use of white space (fill the page or playing area).</p> <p>Easy to read and understand.</p> <p>Nice use of color.</p> <p>Self-explanatory.</p>
Spelling and Grammar	<p>No spelling or grammatical errors.</p> <p>Use complete sentences.</p>	<p>No spelling or grammatical errors.</p> <p>Use complete sentences.</p>	<p>No spelling or grammatical errors, if print is used.</p>	<p>No spelling or grammatical errors.</p>

Scoring Guide

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Content	<p>All content is creative, correct, and a product of the student's own thoughts and ideas.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Purpose • Explanation of employability skills • Easy-to-understand career-related definitions • Other related vocabulary 	<p>Almost all content is correct. Product of student's own thoughts and ideas. Easy-to-understand career-related definitions included.</p> <p>Includes most of the suggested elements for the specific project.</p>	<p>Almost all content is correct. Product of student's own thoughts and ideas. Inaccurate or confusing definitions.</p>	<p>Incomplete content, missing definitions/content. Weak relationship to careers.</p>
Clarity and Neatness	<p>Organized logically, effectively, using paragraphing, transitions, headings, etc., if appropriate. Easy to read and understand.</p>	<p>Most of the presentation is organized logically using paragraphing, transitions, and headings. Easy to read and understand.</p>	<p>Hard to read and understand</p>	<p>Hard to read and organization is confusing.</p>
Layout and Design	<p>Includes an introduction, supporting ideas and conclusion. Employs suitable tone for purpose and audience. Good use of white space or time where appropriate.</p>	<p>Includes most elements — introduction, several supporting ideas, conclusion. Employs suitable tone for purpose and audience.</p>	<p>Almost looks like the project is supposed to; tone or voice not appropriate for the audience or purpose.</p>	<p>Does not look like the product is supposed to. Inappropriate/ineffective tone or voice.</p>
Spelling and Grammar	<p>Uses correct spelling and grammar as well as word choices that are appropriate for purpose and audience.</p>	<p>Correct spelling, few grammar and/or word choice errors.</p>	<p>Several spelling or grammatical errors.</p>	<p>Numerous spelling and grammatical errors to the point that it is hard to read and/or understand.</p>

Section V: Assessment and Enabling Skills and Processes

A. Assessment

Daily work and participation
Editorial/cartoon
Completed Individual Learning Plan (ILP)
Final project

B. Enabling Skills/Processes (21st Century Skills)

Critical Thinking and Problem Solving
Creativity and Innovation

Information Literacy
Flexibility and Adaptability
Productivity and Accountability

Communication
Financial, Economic, Business, &
Entrepreneurial Literacy
Media Literacy
Social and Cross-Cultural Skills
Leadership and Responsibility

Collaboration
ICT Literacy

Initiative and Self Direction
Civic Literacy

C. Vocabulary

Ability
Academic skills
Annual earnings
Aptitude
Aural
Career clusters
Endowment
Environment
Goal setting
Grade point average (GPA)
Individual Learning Plan (ILP)
Initiative
Internet
Interpersonal
Job description

Job skills
Kinesthetic
Learning styles
Long-term goals
Manufacturing industry
Median
Networking
Non-verbal communication
Peers
Personal satisfaction
Post-secondary
Problem solving
Read/write
References
Regional

Respect
Responsibility
Room and board
Secondary
Service industry
Short-term goals
Team skills
Technology
Time management
Undergraduate
Verbal communication
Visual
Work experience
Respect
Responsibility

Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

- **Career Cruising** program: www.careercruising.com
- **CITE Learning Style Inventory**, Babich, Burdine, Albright & Randol (1976). Computer application programmed by F. Mann III. Available (free) in print and computerized forms: www.wvabe.org/cite.htm
- **Click, Clack, Moo Cows That Type**. Cronin, D. and Lewin, B. (2000). Simon & Schuster.
- Do You KnowHow2GoKY website provides exploration about going to college.
www.knowhow2goky.org/middle/index.php
- **Dream Catchers**, Third Edition. (2004). Indianapolis, IN: JIST Works. Helpful student workbook on careers.
- Helpful resources for Career Cruising. Kentucky Department of Education:
<http://education.ky.gov/KDE/Instructional+Resources/Individual+Learning+Plan/Helpful+Documents/LP.htm>
- **Kentucky's 14 Career Cluster Poster**. Kentucky Department of Education.
- **VARK Questionnaire, How Do I Learn Best?** <http://www.vark-learn.com/english/page.asp?p=younger>
- **The World of Work: Getting a Good Job**. United Learning (1998). KET EncycloMedia: unitedstreaming:
<http://streaming.discoveryeducation.com/> Includes video and black line masters. Requires KET access.

B. Resource Text

Curriculum for Career Choices – 7th Grade: **Buckle Up for Success**

C. Technology

Computer lab with Internet access, Microsoft Word, PowerPoint, Publisher
Printer
Scanner
Video camera

D. Materials

Pencil and paper
Individual Career Choices folders
Card stock
Index cards
Strips of colored paper for paper chain
Tape
Black line masters from KET EncycloMedia, "The World of Work: Getting a Good Job"

E. Equipment

Computer	Video equipment	Microsoft Office software	Projector
Printer	Scanner		

F. Supplements

Supplement 1: [Planning for Success](#)
Supplement 2: [PL/CS Personality Assessment](#)
Supplement 3: [Why Work?](#)
Supplement 4: [Why People Work Open Response](#)
Supplement 5: [A Day at the Career Fair](#)
Supplement 6: [Career Feature Article](#)
Supplement 7: [School Cost Spreadsheet](#)
Supplement 8: [I Need a Job](#)
Supplement 9: [Career Interest Survey](#)
Supplement 10: [The Interview](#)
Supplement 11: [Final Project](#)

CAREER CHOICES—7th GRADE CAREER QUEST

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To the Teacher

Career Choices is a program designed for middle school students and introduces them to a broad range of career in today's society. The materials in these units for the seventh grade were developed to give an overview of curriculum that might be used by any certified middle school teacher for career exploration.

The materials are organized in units as follows:

Mapping a Career Trip

Career Quest

(The number of lessons may be adjusted depending on school's schedule)

Included in the unit are learning targets and learner activities which encompass ELA (English/ Language Arts) and Math Common Core State Standards, 21st Century Skills, and cross-referenced with other national and state standards.

To aid the teacher in using some of the learner activities identified in the units, supplements are provided at the end of the unit. These materials are ready-to-copy or may need to be altered to suit specific classroom needs. A list of the supplements and access information can be found in the resource section of the unit.

Career Choices: Seventh Grade

Course Title: Career Choices

Grade Level: 7

Description: This course is designed for middle school students and introduces them to a broad range of career opportunities available as described in the 16 Career Clusters. Units of instruction will focus on content for 7th grade as outlined in the KDE Program Review for PL/CS. Opportunities for student interaction with business and industry professionals maybe provided through physical/virtual field trips, service learning projects, job shadowing and mentoring. The Individual Learning Plan (ILP) will be utilized as a tool for identifying careers and planning a career path.

Unit Title: Career Quest

Section I: General Information and Overview:

Unit Overview: Unit focuses on gaining an awareness of careers and their use in developing positive work habits employers expect applicants to have before beginning a job.

Section II: Learning Targets--I Can:

- Develop an awareness of career clusters and jobs relating to those clusters.
- Exhibit productive work habits, attitudes, and social skills.
- Demonstrate employability and social skills important to career success.
- Identify and apply basic academic and technological skills relating to a variety of careers.

Section III: Major Focus

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21st Century Skills
Develop an awareness of career clusters and jobs relating to those clusters.	<p>Fine Arts and Humanities Cluster Brainstorm a list of jobs and job descriptions that may be categorized in this career cluster.</p> <p>Complete Supplement 1, “Research the Stars”. Research a favorite entertainer from the past or present and write a narrative, using at least two resources such as Internet, magazines, books, and other appropriate material. Include biographical information such as date and place of birth, childhood history, first interest in performing, lessons or other talent development, family background, and present entertainment projects.</p> <p>Present findings to the class upon completion.</p> <p>Discuss experience and training needed to reach “stardom.”</p>	<p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Creativity and Innovation</p> <p>Information, Communication, and Technology Literacy</p> <p>Initiative and Self-Direction</p>

<p>Develop an awareness of career clusters and jobs relating to those clusters.</p> <p>Exhibit productive work habits, attitudes, and social skills.</p>	<p><u>Agribusiness and Natural Resources Cluster</u></p> <p>Brainstorm possible jobs within this cluster and equipment that can be used to accomplish these jobs.</p> <p>Listen to a county extension agent in agriculture speak to the class about farming and agribusiness in the local community. The agent may also be asked to speak about modern technology and processing versus techniques used years ago (such as how butter is and was made). Identify jobs and equipment mentioned by the agent.</p> <p>Make butter to experience processing an agribusiness product by completing Supplement 2, "Let's Make Butter!"</p> <p>Evaluate the results using the rubric.</p> <p>Discuss current careers related to processing milk into grocery store products. Summarize how processing food has changed over time.</p> <p>Note to Teacher: Another activity might involve growing seeds and observing plant growth.</p>	<p>CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Communication</p> <p>Collaboration</p> <p>Civic Literacy</p> <p>Environmental Literacy</p> <p>Initiative and Self-Direction</p> <p>Productivity and Accountability</p>
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<p>Demonstrate employability and social skills important to career success.</p> <p>Exhibit productive work habits, attitudes, and social skills.</p>	<p><u>Manufacturing Cluster</u></p> <p>View “Product Assembler,” an Enter Here video (see resource list at end of this unit).</p> <p>List products/items that have been assembled. Share lists with the class.</p> <p>Discuss and define: assembly line, manufactured products, output, input, and production function.</p> <p>Participate in an assembly activity which requires daily attendance and participation to complete the project.</p> <p>Assembly Activity: Latch Hook Square Project Complete and evaluate Supplement 3, “Latch Kit Rubric”. Follow the assembly instructions that come in their kits.</p> <p>Assembly Line Activity: Choose from one of three projects: Making Decorative Pencil/Pen Making a School Publication Making a Craft Utilize Supplement 4, “Assembly Line Activity”.</p> <p>Discuss the role each person had in developing the product. Relate these roles to other jobs in the manufacturing cluster.</p>	<p>CCSS.ELA-Literacy.RST.6-8.3 Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>Critical Thinking and Problem Solving</p> <p>Communication</p> <p>Collaboration</p> <p>Flexibility and Adaptability</p> <p>Initiative and Self-Direction</p> <p>Productivity and Accountability</p> <p>Leadership and Responsibility</p>
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<p>Develop an awareness of career clusters and jobs relating to those clusters.</p>	<p><u>Construction Cluster</u></p> <p>View photos of bridges, building and homes; a set of blueprints; art in a frame; other types of constructed items and items requiring planning. Discuss how various items and buildings we see and use every day require construction and planning.</p> <p>Brainstorm advantages and disadvantages of working in the construction field. In teams, discuss advantages and disadvantages of this type of work. Summarize the points made by each team and research any questions.</p> <p>Research various types of buildings such as schools, office towers, malls, arenas, factories, barns, types of houses (one or multiple stories, etc), storage buildings. Identify types of materials and equipment as well as different skills used in construction trades.</p> <p>Use Legos to build one of the buildings.</p>	<p><u>CCSS.ELA-Literacy.RST.6-8.2</u> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><u>CCSS.ELA-Literacy.RST.6-8.3</u> Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>Communication</p> <p>Collaboration</p> <p>Initiative and Self-Direction</p> <p>Flexibility and Adaptability</p> <p>Productivity and Accountability</p> <p>Leadership and Responsibility</p>
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<p>Develop an awareness of career clusters and jobs relating to those clusters.</p>	<p><u>Transportation Cluster</u> <u>FLUTYVILLE AIRLINES</u></p> <p>Demonstrate a variety of skills and positive work habits while learning about and working for the mythical Flutyville Airlines (or airline name of your choice).</p> <p>View Flutyville Airlines, a PowerPoint presentation that will introduce the simulated flight project and many of the jobs involved in running an airport and airline.</p> <p>View an Enter Here video titled “Flight Attendant.”</p> <p>Brainstorm a list of jobs associated with airlines and airports. Using this list, compare and contrast the details of each job, including clothing worn by the employee, education needed to attain this position, and other details.</p> <p><u>Which Job is Right for Me?</u></p> <p>Review the previously viewed Flutyville Airlines PowerPoint presentation for positions available for the mythical Flutyville Airlines, such as pilot, co-pilot, flight attendants, air traffic controllers, security personnel, baggage/luggage handler, lead flight attendant, ticket agent and travel agent.</p> <p>Identify the airline job/position they would like to hold.</p>	<p><u>CCSS.ELA-Literacy.RST.6-8.9</u></p> <p>Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p>	<p>Critical Thinking</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p>
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<p>Demonstrate employability and social skills important to career success.</p>	<p><u>Reading Classified Ads</u></p> <p>Bring in and examine classified ads for jobs. Look for information such as name of job, experience needed, salary, fringe benefits, educational requirements, who and how to contact.</p> <p>Chart and discuss abbreviations used in the classified ads. (e.g., Salary/Sal.; Medical Insurance-Med. Ins.; Department/Dept.; Monday-Friday/M-F)</p>	<p><u>CCSS.ELA-Literacy.RST.6-8.4</u></p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p>	<p>Information Literacy</p> <p>Civic Literacy</p> <p>Global Awareness</p>
<p>Identify and apply basic academic and technological skills relating to a variety of careers.</p>	<p><u>Business Letters and Résumés</u></p> <p>Write a business letter to the Personnel Department (instructor of class) requesting an application for employment with the Flutyville Airlines. Utilize <u>Supplement 5, “Typing A Personal Business Letter”</u>.</p> <p>Create a résumé to send along with the business letter. Utilize <u>Supplement 6, “Sample Résumé”</u>. (May use sample résumé in ILP.)</p>	<p><u>CCSS.ELA-Literacy.W.7.2a</u></p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-Literacy.W.7.2d</u></p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Media Literacy</p> <p>Communication</p> <p>Information, Communications, and Technology Literacy</p> <p>Leadership and Responsibility</p>

<p>Demonstrate employability and social skills important to career success.</p>	<p><u>Job Applications</u></p> <p>Listen to a presentation by teacher on guidelines for filling out applications. Summarize guidelines and record them in student journal or other writing piece. Complete a job application for Flutyville Airlines.</p> <p><u>Note to Teacher:</u> Provide real applications from area businesses to show the kind of information needed to complete a job application.</p>	<p><u>CCSS.ELA-Literacy.SL.7.1d</u> Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Information Literacy Communication</p>
<p>Develop an awareness of career clusters and jobs relating to those clusters.</p>	<p>Research the position they would like to hold with Flutyville Airlines. Utilize <u>Supplement 7, "Research Report"</u>. Summarize the information in a report.</p>	<p><u>CCSS.ELA-Literacy.RST.6-8.8</u> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p>Communication Media Literacy Information Literacy Productivity and Accountability</p>

<p>Demonstrate employability and social skills important to career success.</p>	<p><u>Interview Tips and Techniques</u></p> <p>View and discuss a video/DVD or other resource on interviewing in preparation for interviewing for jobs with Flutyville Airlines. (i.e., The World of Work: Getting a Good Job from KET EncycloMedia.)</p> <p>Identify key steps needed for a job interview. Share at least three major findings regarding interview procedures.</p> <p>Write three questions an interviewer might ask them and three questions that would be appropriate to ask the interviewer.</p> <p>In groups of three, alternate the positions of interviewer, interviewee, and observer.</p> <p>Participate in an interview, answering questions pertaining to the job researched.</p> <p>Evaluate peers using Supplement 8, "Interview Checklist".</p> <p><u>Note to Teacher:</u> Other school personnel or community volunteers might be used as interviewers.</p>	<p>CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-Literacy.SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p>Communication</p> <p>Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Initiative and Self-Direction</p> <p>Social and Cross-Cultural Skills</p>
<p>Identify basic academic and technological skills relating to a variety of careers.</p>	<p><u>Thank-You Letters</u></p> <p>Review and discuss parts of a business letter.</p> <p>Write a thank you letter to their potential employer, thanking him/her for the interview and using appropriate format from Supplement 5, "Typing a Business Letter".</p>	<p>CCSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>CCSS.ELA-Literacy.W.7.1d Establish and maintain a formal style.</p>	<p>Communication</p> <p>Initiative and Self-Direction</p> <p>Media Literacy</p> <p>Information, Communications, and Technology Literacy</p>

<p>Exhibit productive work habits, attitudes, and social skills.</p>	<p><u>Trip Day</u></p> <p>Participate in the simulated trip.</p> <p>Following the “trip,” discuss the various jobs involved. Describe your role/position or one they observed. Discuss advantages and disadvantages of each position. Utilize the scoring guide for the culminating project for evaluation of the project.</p> <p><u>Note to Teacher:</u> See Supplement 9, “Roles and Preparation” and Supplement 10, “Job Descriptions”.</p> <p>Review information on career clusters, identify one career of interest and develop a brochure or pamphlet to “promote your career cluster.” Supplement 11. Share results with class.</p>	<p>CCSS.ELA-Literacy.RST.6-8.3</p> <p>Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>Collaboration</p> <p>Productivity and Accountability</p> <p>Leadership and Responsibility</p> <p>Initiative</p> <p>Creativity</p> <p>Technology Literacy</p>
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Section IV: Culminating Project and Scoring Guide

Flutytville Airlines Simulation

Students will participate in the simulation of an airplane trip. They will demonstrate career awareness, employability and social skills and appropriate attitudes as they carry out tasks involved in this mock airplane journey.

Scoring Guide

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Content	Completed résumé, business letter, thank you letter, research paper. No spelling or typing errors.	Completed all requirements but had a few spelling/typing errors.	Did not complete all requirements. Papers were messy, typed incorrectly, late.	Did not turn in work; too many missing assignments.
Interview	<ul style="list-style-type: none">• Interviewed with no errors.• Asked relevant questions and answered questions correctly.• Dressed appropriately.	<ul style="list-style-type: none">• Interview completed with few errors.• Did not ask or answer all questions.• Dressed appropriately.	<ul style="list-style-type: none">• Interview did not go well;• Did not ask questions to potential employer;• Did not make eye contact;• Did not dress up for interview.	<ul style="list-style-type: none">• Interview was bad.• Asked and answered little or none at all.• Did not make eye contact/fidgeted.• Wore jeans, t-shirt, sweats, etc.
Activity	<ul style="list-style-type: none">• Completed each task required.• Was prepared for activity (equipment ready, lines memorized, etc.)• Passenger role: “purchased” ticket for flight, checked in luggage.• Participated and	<ul style="list-style-type: none">• Was prepared but did not fully complete activity (distracted, forgot lines, etc.).• Passenger role: did not have ticket, forgot to check in baggage.• Completed crash position demonstration.	<ul style="list-style-type: none">• Participated but work was inadequate, did not work well in a team.• Was not prepared.• Passenger role: Did not sit in assigned seat, was too loud, did not participate in crash position	<ul style="list-style-type: none">• Did not participate in activity.• Passenger role: Was rude/discourteous.• Crew did not complete all tasks necessary for flight.

	demonstrated in crash position.		demonstration.	
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Section V: Assessment and Enabling Skills and Processes

A. Assessment

Daily work and participation
Completed handouts/worksheets
Final project

B. Enabling Skills/Processes

Analyzing
Following directions
Group work
Participation
Writing

Listening
Note taking
Reading
Time Management

C. Vocabulary

Ability
Academic skills
Annual earnings
Career clusters
Goal setting
Grade Point Average (GPA)
Initiative
Internet
Interpersonal
Job description
Job skills
Kinesthetic

Long-term goals
Median
Networking
Non-verbal communication
Peers
Personal satisfaction
Post-secondary
Problem solving
Read/write
References
Responsibility
Room and board

Secondary
Service industry
Short-term goals
Team skills
Technology
Time management
Undergraduate
Verbal communication
Visual
Work experience

Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resources

- ***Dream Catchers***, Third Edition. (2004). Indianapolis, IN: JIST Works. Helpful student workbook on careers.
- **Flight Attendant**: 10 minutes, 41 seconds video. Enter Here video series. Available from various education brokers.
- ***Investigating Your Career***, Jordan A. & Whaley, L. (2008). Mason, OH: Thomson South-Western. Text/resource for career classes.
- **Latch kits and latch hooks**: Order from H. P. Faber and Company, P.O. Box 5008, Trenton, NJ 08638
- **Product Assembler**: Enter Here video series. 10 minute video. Available from various education brokers.
- **VGM Careers for You**: career-related book series. Follett Library Resources, 1340 Ridgeview Drive, McHenry, IL 60050-7048.
- **The World of Work: Getting a Good Job**. KET EncycloMedia: United Learning (1998). unitedstreaming: <http://streaming.discoveryeducation.com/> includes video and black line masters. Requires KET access.
- ***Your Career Adventure***, Miller R., Ryan, J. M. & Ryan, R. (1999). Blacklick, OH: Glencoe/McGraw-Hill. Text/resource for career classes.
- Media specialist
- Library

B. PowerPoint Presentations

PowerPoint: [Flutyville Airlines](#)

C. Technology

Computer lab with Internet access
Printer

D. Materials

Heavy whipping cream
Small glass jars (such as baby food jars)
Plates
Plastic knives
Crackers
Supplies for assembly project and assembly line project of choice

Ink Pens
 Paper
 Tables
 Flashlights
 Orange vests (borrow if possible or make from paper)
 Movie for in-flight entertainment
 Disposable cups
 Snacks, water, sodas
 Serving cart
 Cardboard for control panel and any signs
 Walkie-talkies (if possible; available at Wal-Mart, Target, and other stores)
 Metal detector (if possible; available at Wal-Mart, Target, and other stores)

E. Supplements

Supplement 1: [Research the Stars](#)
 Supplement 2: [Let's Make Butter](#)
 Supplement 3: [Latch Kit Project Rubric](#)
 Supplement 4: [Assembly Line Activity](#)
 Supplement 5: [Typing a Personal Business Letter in Block Style](#)
 Supplement 6: [Sample Résumé](#)
 Supplement 7: [Research Report](#)
 Supplement 8: [Interview Checklist](#)
 Supplement 9: [Roles and Preparation](#)
 Supplement 10: [Job Descriptions](#)
 Supplement 11: [Promote Your Career Cluster](#)

Section VII: SCANS (Secretary's Commission on Achieving Necessary Skills)

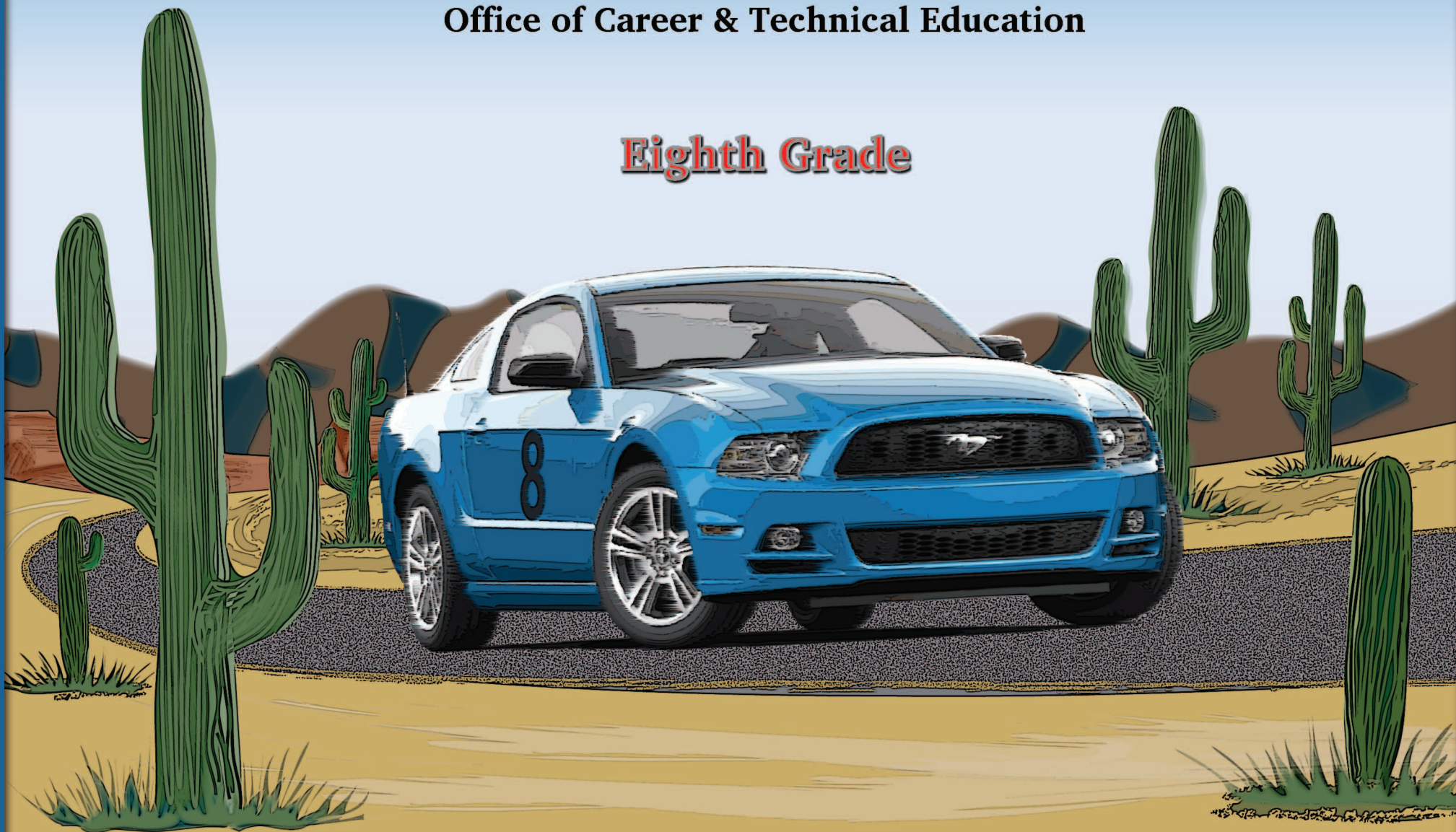
C1 – Allocates Time
 C5 – Acquires and Evaluates Information
 C6 – Organizes and Maintains Information
 C7 -- Interprets and Communicates Information
 C8 – Uses Computers to Process Information
 C9 – Participates
 C10 – Teaches others
 C12 – Exercises Leadership
 C16 – Monitors and Corrects Performance
 C19 – Applies Technology to Task

F1 – Reading
 F2 – Writing
 F5 – Listening
 F6 – Speaking
 F7 – Creative Thinking
 F8 – Decision Making
 F9 – Problem Solving
 F12 – Reasoning
 F13 – Responsible
 F16-- Self-Management

Curriculum for Career Choices

Office of Career & Technical Education

Eighth Grade



CAREER CHOICES--8TH GRADE EMPLOYABILITY SKILLS--"TOOLS FOR SUCCESS"

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ACKNOWLEDGEMENTS

Many thanks go to the members of the Career Choices Curriculum Committee for their dedication of time and energy in organizing and developing the curriculum for the eighth grade component of Career Choices. Committee members were Sharon A. Collins, Warren East Middle School, Warren County, Bowling Green and Jennifer M. Howard, West Jessamine Middle School, Jessamine County, Nicholasville.

Thanks also to Michael Hackworth and Donnalie Stratton, Consultants in the Office of Career and Technical Education who served as project directors and to Linda Dunsmore, retiree from Division of Career and Technical Education for editing and providing technical assistance to the project.

To the Teacher

Career Choices is a program designed for middle school students and introduces them to a broad range of careers in today's society. The materials in these units for the eighth grade were developed to give an overview of curriculum that might be used by any certified middle school teacher for career exploration.

The materials are organized in units as follows:

Tools for Success

The Race Is On

The Final Lap

(The number of lessons may be adjusted depending on the school's schedule)

Included in the unit are learning targets and learner activities which encompass ELA (English/ Language Arts) and Math Common Core State Standards, 21st Century Skills, and cross-referenced with other national and state standards.

To aid the teacher in using some of the learner activities identified in the units, supplements are provided at the end of the unit. These materials are ready-to-copy or may need to be altered to suit specific classroom needs. A list of the supplements and access information can be found in the resource section of the unit.

Career Choices: Eighth Grade

Course Title: Career Choices

Grade Level: 8

Description: This course is designed to prepare 8th grade students through the integration of 21st Century Skills to maximize their secondary education to meet future career opportunities. Units of instruction focus on content as outlined in the KDE Program Review for Practical Living/Career Studies. Students assess their personal interests in order to assist them in identifying secondary course selection and planning a career path. This course will utilize the Individual Learning Plan (ILP) as a tool to plan, monitor, and communicate the students' progress toward their educational and career goals.

Unit Title: Employability Skills – “Tools for Success”

Section I: General Information and Overview:

Unit Overview: Unit focuses on skills employers expect potential employees to have before they ever start their first jobs, examples of employability skills, and how to improve or sharpen employability skills, thus making the student more employable.

Section II: Learning Targets – I Can:

- Identify why people work.
- Identify and give examples of employability skills.
- Exhibit productive work habits/ethics, attitudes, and team skills and explain their importance in the work place.
- Access my ILP.

Section III: Major Focus

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
I can identify why people work.	View the Supplement 1 Why Work? PowerPoint to obtain knowledge about why people work. Complete Supplement 1-b Why Work?	CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy
I can identify and give examples of employability skills.	View the Supplement 2 Employability Skills PowerPoint to obtain knowledge of what are “Employability Skills” (Basic Skills, Thinking Skills, Personal Qualities, Resources, Interpersonal, Information, Systems, and Technology). Evaluate personal employability skills by using Supplement 3 “Do You Have What Employers Want?” and Supplement 4 “Do You Have What Employers Want?” . (Supplement #3 is a Word document only, whereas Supplement #4 is an Excel document that will find student average automatically for each skill category.) Working individually or in small groups, students will draw four columns on paper. In the first column they will list as many employability skills as possible without notes or other help. In the	CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> . CCSS.ELA-Literacy.WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. CCSS.ELA-Literacy.WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
	<p>second column they should briefly state how that skill can help in a job. In the third column students should briefly state how that skill can help in school. In the fourth column students should briefly state how that skill can help things go smoother at home.</p> <p><u>All papers, notes, foldables and/or brochures should be kept in the student's Career Choices folder in the order they are assigned and numbered.</u></p>		
I can exhibit productive work habits/ethics, attitudes, and team skills and explain their importance in the work place.	Develop teamwork skills by completing Supplement 5 Fruit Loop Activity .	CCSS.Math.Content.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving
I can access my ILP.	Access ILP Supplement 6 ILP Activity 1: Getting Started With Your ILP .	CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	Initiative and Self-Direction Information Literacy

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
ASSESSMENT	Demonstrate knowledge of “Employability Skills” by creating a Supplement 7 Help Wanted Classified Ad.	CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving

Section IV: Culminating Project and Scoring Guide

Teacher will pair up students to do the introductory portion of this activity. The teacher should clip Help Wanted Ads from the local newspaper. Five (5) ads are needed for each pair of students. Place each pair's ads into an envelope.

Give each pair an envelope of help wanted ads. Direct the students to work with their partner to read through each of the ads. Make a list of everything the five ads have in common. Collect the envelopes once the teams have completed the list of what all help wanted ads have in common.

Have teams share their list with the class.

The students will then individually combine and apply their knowledge of the employability skills and their newly gained knowledge of help wanted ads. They will create "help wanted ads" for two of the employability skills. They should not directly list the name of the skill; instead give the reader clues to help them figure out the skill wanted.

The ads should be created using a word process such as MS Word using correct newspaper ad format.

Classified Ad Scoring Guide:

CATEGORY	4	3	2	1
Skill Knowledge (40 Points Possible)	All of the assigned skill's characteristics are fully defined and illustrated in the classified ad.	At least half of assigned skill's characteristics are defined and illustrated in the classified ad.	Less than half but at least one of assigned skill's characteristics are defined and illustrated in the classified ad.	None of the assigned skill's characteristics are defined and illustrated in the classified ad.
Creativity (30 Points Possible)	Ad shows a large amount of original thought. Ideas are creative and inventive.	Ad shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Presentation (30 Points Possible)	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often detract from the presentation content.

Section V: Assessment and Enabling Skills and Processes

A. Assessment

- Daily work and participation
- Froot Loops & Teamwork Writing Prompt
- Classified Ad Assessment

B. Enabling Skills/Processes (21st Century Skills)

21st Century Skills can be found at

http://www.bie.org/research/21st_century_skills?gclid=CN6s9N7mprMCFQMFnQodaC4A6Q

C. Vocabulary

Employability skills
Basic skills
Thinking skills

Personal qualities
Resources
Information

Technology
Interpersonal
systems

Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

- www.careercruising.com Career Cruising

B. Resource Text

C. Technology

- Computer Lab /IPads for Career Cruising website
- Equipment necessary to present PowerPoint

D. Materials

- Paper for activities
- Pencil and notebook paper
- Personal binder/folder

E. Equipment

- Computer Lab/IPad Cart

F. Supplements

- Supplement 1: Why Work? PowerPoint
- Supplement 1-b: Why Work?
- Supplement 2: Employability Skills PowerPoint
- Supplement 3: Do You Have What Employers Want? Word Document
- Supplement 4: Do You Have What Employers Want? Excel Document
- Supplement 5: Teamwork with Froot Loops
- Supplement 6: ILP Activity 1
- Supplement 7: Help Wanted Ad

Section VII: SCANS (Secretary's Commission on Achieving Necessary Skills)

C1—Allocates Time
C2—Allocates Money
C5—Acquires and Evaluates Information
C6—Organizes and Maintains Information
C7—Interprets and Communicates Information
C8—Uses Computers to Process Information
C9—Participates
C19—Applies Technology to a Task

F1—Reading
F2—Writing
F4—Math
F5—Listening
F6—Speaking
F7—Creative Thinking
F8—Decision Making
F12—Reasoning
F13—Responsibility
F15—Social
F16—Self Management
F17—Integrity/Honesty

CAREER CHOICES--8TH GRADE

CAREER AWARENESS AND EXPLORATION--"The Race Is On"

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Supplement 24: Sample Career Day Letter	

ACKNOWLEDGEMENTS

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Tools for Success

The Race Is On

The Final Lap

(The number of lessons may be adjusted depending on the school's schedule)

Included in the unit are learning targets and learner activities which encompass ELA (English/ Language Arts) and Math Common Core State Standards, 21st Century Skills, and cross-referenced with other national and state standards.

To aid the teacher in using some of the learner activities identified in the units, supplements are provided at the end of the unit. These materials are ready-to-copy or may need to be altered to suit specific classroom needs. A list of the supplements and access information can be found in the resource section of the unit.

Career Choices: Eighth Grade

Course Title: Career Choices

Grade Level: 8

Description: This course is designed to prepare 8th grade students through the integration of 21st Century Skills to maximize their secondary education to meet future career opportunities. Units of instruction focus on content as outlined in the KDE Program Review for PL/CS. Students assess their personal interests in order to assist them in identifying secondary course selection and planning a career path. This course will utilize the Individual Learning Plan (ILP) as a tool to plan, monitor, and communicate the students' progress toward their educational and career goals.

Unit Title: Career Awareness and Exploration – “The Race is On”

Section I: General Information and Overview:

Unit Overview: Unit focuses on career awareness within the 16 career clusters, use of technology in today's careers, and current job market based on regions and communities.

Section II: Learning Targets – I Can:

- Identify the 16 career clusters and how they are different among communities and regions.
- Identify resources (current labor market information and personal interviews) to analyze future career opportunities and availability.
- Utilize and update the Individual Learning Plan (ILP).

Section III: Major Focus

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Utilize and update the Individual Learning Plan (ILP).</p> <p>Identify the 16 career clusters and how they are different among communities and regions.</p>	<p>Update/Complete the Individual Learning Plans (ILP) using the Career Matchmaker. Identify current interests or review and make changes as needed to match current interests. Complete Supplement #1 Using Career Matchmaker.</p> <p>Note: Overview the ILP and the role it plays in their education and career planning.</p> <p><u>Possible activities:</u></p> <ol style="list-style-type: none"> 1. From the career matchmaker session, create a collage that highlights the two career cluster areas that matched the students' interests. Use the center of the board to label the two cluster areas and add pictures/words that represent the career cluster. Note: Students can give a quick presentation of their collage to the class or small groups. Discuss the job outlook of these career opportunities. 2. Using www.kheaa.com, identify the 16 career clusters. Go to "Other Resources" and scroll down to "Career Resources." Scroll down to "Career One-Stop Career Video." View career cluster videos and identify facts about the clusters and occupations that fall within the cluster. 	<p>CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>Information Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Information Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>Global Awareness</p> <p>Media Literacy</p>

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
	Supplement 2: Career Clusters Supplement 3: Classifying Occupations		
Identify resources (current labor market information and personal interviews) to analyze future career opportunities and availability.	<p>Using www.workforcekentucky.ky.gov for state information or www.bls.gov/oco for national information, explore career clusters and the current labor market projections within communities and regions. (See sample Supplement 4: "Region Comparisons" table.)</p> <p>Note: Students can work in small groups and be assigned specific regions to consider.</p> <p>Use a variety of resources (internet, books, and personal interviews) to research a career of interest. Participate in a project that includes a variety of information that can lead to an end product.</p> <p>Sample ideas for project requirements:</p> <p>Activity 1: Identify and explain their perception of the ideal job by writing a story about what they see themselves doing in a career based on their own interests, skills, and abilities. (Supplement #5: "My Ideal Job")</p> <p>Activity 2: Research one career of interest by completing the worksheet with specific information and developing a brochure or presentation (PowerPoint or Prezi) about the career. (Supplement #6: "Career Research")</p>	<p>CCSS.Math.Content.8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts,</p>	<p>Global Awareness Information Literacy Flexibility and Adaptability Media Literacy</p> <p>Global Awareness Information Literacy Flexibility and Adaptability Media Literacy Environmental Literacy Initiative and Self-Direction Productivity and Accountability Leadership and Responsibility</p>

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
	<p>Activity 3: Contact a company or college by writing a letter requesting career information to be sent. (Supplement #7: "Sample Letter")</p> <p>Activity 4: Locate an ad (internet or newspaper) for career opportunities available at the present time.</p> <p>Activity 5: Interview a person (face to face or by phone) who is in the career of choice. (Supplement #8: "An Employer's Interview")</p> <p>Activity 6: Compile all information to turn in and/or present to class. (Supplement #9: "Career Choice Research Project Scoring") and (Supplement #10: "Career Presentation Scoring Guide")</p> <p>Note: Students could choose 4 of the first 5 activities. Students will need the requirements to be clear with specific deadlines and expectations.</p>	<p>tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	
ASSESSMENT	<p>Choose a career to shadow (should be one that falls into the cluster they were matched with in the first lesson). This can be a one-day shadowing experience with or without additional requirements such as reports, question/answer sheet, presentation. Permission slips will be necessary. Class time will be needed to prepare students.</p>	<p>CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
	<p>Information for Project Supplement #</p> <p>Job Shadowing Information 11</p> <p>Sample Form: Job Shadowing Placements (spreadsheet) 12</p> <p>Student/Teacher Consent Form 13</p> <p>Medical Authorization 14</p> <p>Parent/Guardian Consent Form 15</p> <p>Job Shadowing Experience 16</p> <p>Student...Self Evaluation Form 17</p> <p>Job Shadow Employer...Evaluation 18</p> <p>Reflections 19</p> <p>Job Shadowing Reflection Report 20</p> <p>Rubric See below</p>	<p>CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills										
	<p>Note: This shadowing experience needs to be designed according to school regulations with regard to off-campus activities. This can be a culminating project of the unit (a reflection paper idea and rubric are listed under Section IV--Culminating Project for this unit).</p> <p>Alternative lesson if job shadowing is not an option:</p> <p>Organize a panel of speakers, career fair or reality store representing various careers so students gain career information through question/answer session. (Sample forms and information provided– Career Awareness Supplements 21-24)</p> <table><tr><td><u>Forms and Information</u></td><td><u>Career Awareness Supplement</u></td></tr><tr><td>Sample Career Panelist Letter</td><td>21</td></tr><tr><td>Sample Schedule of Events</td><td>22</td></tr><tr><td>Sample: Career Day Stations</td><td>23</td></tr><tr><td>Sample Career Day Letter</td><td>24</td></tr></table> <p>Note: For alternative lesson, provide an evaluation of the teacher's choice.</p>	<u>Forms and Information</u>	<u>Career Awareness Supplement</u>	Sample Career Panelist Letter	21	Sample Schedule of Events	22	Sample: Career Day Stations	23	Sample Career Day Letter	24		
<u>Forms and Information</u>	<u>Career Awareness Supplement</u>												
Sample Career Panelist Letter	21												
Sample Schedule of Events	22												
Sample: Career Day Stations	23												
Sample Career Day Letter	24												

Section IV: Culminating Project and Scoring Guide

Job Shadowing Reflection Paper

Students will write a paper reflecting on their job shadowing experience. Detailed instructions are in “Job Shadowing Reflection Report” Career Awareness Supplement 20. This project will pull lessons within the unit together by allowing students to shadow in their career cluster area of interest. They will be able to observe technology in the workplace, working conditions, and the current labor market. They will draw conclusions about what they learned and observed in the career cluster area they shadowed and compare it to what they learned in class through their research and assignments.

Scoring Guide

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Work Environment	Gives thorough description of the work environment.	Gives appropriate description of the work environment.	Description of work environment is limited.	Description of work environment is not addressed.
Job Duties/ Technology	Identifies and explains 4 or more job duties observed. Explains technology used in the occupation.	Identifies and explains 2 job duties observed. Identifies but does not explain technology used in the occupation.	Job duties and technology used in occupation are addressed on a limited basis.	Job duties and technology in occupation are not addressed.
Advantages/ Disadvantages	Lists 3 or more advantages/ disadvantages of the career.	Lists 2 advantages/ disadvantages of the career.	Identifies at least 1 advantage/ disadvantage of the career.	No advantages and disadvantages of the career.
Reflection	Reflects on experience by drawing 3 or more conclusions from the observation.	Reflects on experience with 2 concluding conclusions.	Reflection on experience is limited.	Reflection on experience is not present.
Communication	Well organized and communicates effectively. Few grammatical and spelling errors, and they do not distract the reader.	Mostly organized and communicates effectively. Some grammatical and spelling errors, but they do not distract the reader.	Some organization and effective communication. Some grammatical and spelling errors that distract the reader.	Limited organization and effective communication. Many grammatical and spelling errors that distract the reader.

Section V: Assessment and Enabling Skills and Processes

A. Assessment

Projects, Job Shadowing, Reality Store, Career Panel Speakers, etc.

B. Enabling Skills/Processes (21st Century Skills)

21st Century Skills can be found at

http://www.bie.org/research/21st_century_skills?qclid=CN6s9N7mprMCFQMFnQodaC4A6Q

C. Vocabulary

- Individual Learning Plan (ILP)
- Labor Market
- Job Shadow
- Career Cluster

Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

- Individual Learning Plan (ILP)
- Local Businesses (Job Shadowing)
- CareerCruising.com/ilpschool (ILP handouts available)
- Kheaa.org
- Bls.gov/oco
- Todaysmilitary.com
- Careerinfonet.org/careertools_intro.asp
- Workforcekentucky.ky.gov

B. Resource Text

Career Awareness and Exploration--"The Race Is On"

C. Technology

- Computers and Printer
- Projector

D. Materials

- Pens
- Pencils
- Markers
- Large Paper

E. Equipment

F. Supplements

- Supplement 1: [Using Career Matchmaker](#)
- Supplement 2: [Career Clusters](#)
- Supplement 3: [Classifying Occupations](#)
- Supplement 4: [Region Comparison](#)
- Supplement 5: [My Ideal Job](#)
- Supplement 6: [Career Research](#)
- Supplement 7: [Sample Letter](#)
- Supplement 8: [Employer's Interview](#)
- Supplement 9: [Career Choice Research Project Scoring](#)
- Supplement 10: [Career Presentation Scoring Guide](#)
- Supplement 11: [Job Shadowing Information](#)
- Supplement 12: [Sample Form: Job Shadowing Placements](#)
- Supplement 13: [Student/Teacher Consent Form](#)
- Supplement 14: [Medical Authorization](#)
- Supplement 15: [Parent/Guardian Consent Form](#)
- Supplement 16: [Job Shadowing Experience](#)
- Supplement 17: [Student Job Shadowing Self-Evaluation](#)
- Supplement 18: [Job Shadowing Employer Evaluation](#)
- Supplement 19: [Reflections](#)

- Supplement 20: [Sample Reflection Report](#)
- Supplement 21: [Sample Career Panelist Letter](#)
- Supplement 22: [Sample Schedule of Events](#)
- Supplement 23: [Career Day Stations](#)
- Supplement 24: [Sample Career Day Letter](#)

CAREER CHOICES--8TH GRADE EDUCATIONAL CAREER PLAN--"The Final Lap"

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To the Teacher

Career Choices is a program designed for middle school students and introduces them to a broad range of careers in today's society. The materials in these units for the eighth grade were developed to give an overview of curriculum that might be used by any certified middle school teacher for career exploration.

The materials are organized in units as follows:

Tools for Success

The Race Is On

The Final Lap

(The number of lessons may be adjusted depending on the school's schedule)

Included in the unit are learning targets and learner activities which encompass ELA (English/ Language Arts) and Math Common Core State Standards, 21st Century Skills, and cross-referenced with other national and state standards.

To aid the teacher in using some of the learner activities identified in the units, supplements are provided at the end of the unit. These materials are ready-to-copy or may need to be altered to suit specific classroom needs. A list of the supplements and access information can be found in the resource section of the unit.

Career Choices: Eighth Grade

Course Title: Career Choices

Grade Level: 8

Description: This course is designed to prepare 8th grade students through the integration of 21st Century Skills to maximize their secondary education to meet future career opportunities. Units of instruction focus on content as outlined in the KDE Program Review for Practical Living/Career Studies. Students assess their personal interests in order to assist them in identifying secondary course selection and planning a career path. This course will utilize the Individual Learning Plan (ILP) as a tool to plan, monitor, and communicate the students' progress toward their educational and career goals.

Unit Title: Educational Career Plan – “The Final Lap”

Section I: General Information and Overview

Grade Level: 8 **Suggested Number of Lessons:** Approximately 10 fifty-minute lessons

Unit Overview: Unit focuses on finalizing the required 8th grade activities on the Individual Learning Plan (ILP) before entering high school. The students' annual ILP reviews should begin as a part of these lessons.

Section II: Learning Targets – I Can:

--View and update my ILP.

--Identify ways to pay for college.

Section III: Major Focus

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
I can view and update my ILP.	<p>Complete ILP grade level requirements using the tasks found on Supplement 1: "Get it Done!" This activity consists of revising and tying up loose ends in Career Matchmaker, Goals and Plans, Activities and Experiences, and Awards and Recognitions sections of the online ILP. Check ILP completion status using the View Details link to the right of the status bar at the top of the screen to view a description of the completion criteria for the 8th grade level. Information on how to complete each section is located here.</p> <p>Note: If students missed parts of the previous sections, completion of the supplement should provide enough information to meet their goals. Modify the homework assignment as needed to interview persons on the phone who are working in the same career that interests the student.</p>	<p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving</p>
I can identify ways to pay for college.	<p>Become familiar with the KEES (Kentucky Education Excellence Scholarship) program using directions provided in Supplement 2: "What is KEES?" Locate the answers to this multiple-choice quiz are in Supplement 5: Answers.</p> <p>Use math to calculate the amount of money that could be earned by improving grade point average by one letter grade using the spreadsheet activity found on Supplement 3: "Do the Math".</p>	<p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course</p>	<p>Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving</p> <p>Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills</p>

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
	<p>Reflect on exploration in this section by completing an open response found on Supplement 4: "Open Response: Grades = Cash." Rubric can be found in Supplement 5: Answers.</p>	<p>of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving</p> <p>Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving</p>
<p>I can view and update my ILP.</p>	<p>Check one more time and make final updates for this session to their online ILP. Have them complete the following on-line tasks as needed:</p> <ul style="list-style-type: none"> • Print ILP completion status by clicking the View Details link to the right of the status bar at the top of the screen to view a description of the completion criteria for the 8th grade level. It also gives information on how to complete each section. • Review secondary goals discussed in Supplement 4: "Open Response: Grades = Cash" in the previous section and input conclusions in the "Goals and Plans, Short Term and Long Term Goals" section of the ILP. • Upload any electronic documents that support the ILP, such as a great portfolio piece, research piece, and so on. 	<p>CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving</p>

Learning Target	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
	<ul style="list-style-type: none"> • Add important links (i.e., links to colleges/universities/career organizations) used during this process. • Add high school schedules, if available, by going to the Education Plan button. Contact the 8th grade or 9th grade counselor to help with course selection. • Complete Annual Student Survey, making sure to answer all of the questions (available after the annual ILP review is completed). • Print and export the ILP to include in Career Choices Personal Binder. <p>Note: If you are the school's ILP administrator, it is time to conduct each student's annual ILP review. This allows you to meet with each student to review and document his or her progress. Once you finish, students will complete the Annual Student Survey, making sure they answer all of the questions.</p>		
ASSESSMENT	<p>Write a letter to parents explaining what they are planning to do when they get out of high school and inviting parents to review their ILP and offer suggestions. Include information such as things accomplished in this course, the purpose of the Individual Learning Plan, how to access their online ILP, and future plans. Supplement 6: The End or the Beginning?</p>	<p>CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Information Literacy Critical Thinking and Problem Solving</p>

Section IV: Culminating Project with Scoring Guide

Inviting Others' Input in Your ILP Process

Students will write a letter to parents explaining what they are planning to do when they get out of high school and inviting parents to review their ILP and offer suggestions. They should include information such as things accomplished in this course, the purpose of the Individual Learning Plan, how to access their online ILP, and future plans.

Scoring Guide

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Content	All content is correct and a product of the student's own thoughts and ideas. Directions for parents/guardians to access ILP are accurate and easy to understand.	Almost all content is correct and product of student's own thoughts and ideas. Directions for parents/guardians to access ILP are accurate, easy to understand.	Almost all content is correct and product of the student's own thoughts and ideas. Inaccurate or confusing directions for their parents/guardians to access ILP.	Incomplete content; missing directions for their parents/guardians to access ILP.
Clarity and Neatness	Organized logically, effectively, using paragraphing, transitions, headings, etc. Easy to read and understand. Includes: <ul style="list-style-type: none">• some experiences from this course or school year• plans for the future• clear definition of what the ILP is in student's own words• an invitation/directions for others to offer suggestions	Most of the letter is organized logically using paragraphing, transitions, and headings. Easy to read and includes most of the suggested elements.	Hard to read and understand.	Hard to read and organization is confusing.
Required Elements	Includes an introduction paragraph, several supporting ideas and a conclusion. Employs a suitable tone for the purpose and the audience.	Includes most elements of a letter- introduction paragraph, several supporting ideas, and a conclusion. Employs suitable tone for purpose & audience.	Almost looks like a letter; tone or voice not appropriate for the audience or purpose.	Does not look like a letter. Inappropriate/ineffective tone or voice.
Spelling and Grammar	Uses grammar and word choice that are appropriate for purpose and audience.	Few grammar and/or word choice errors.	Several spelling or grammatical errors.	Numerous spelling and grammatical errors to the point that it is hard to read and understand.

Section V: Assessment and Enabling Skills and Processes

A. Assessment

- Daily work and participation
- Open response question
- Completion of grade level requirements of ILP
- Assessment

B. Enabling Skills/Processes

21st Century Skills can be found at

http://www.bie.org/research/21st_century_skills?qclid=CN6s9N7mprMCFQMFnQodaC4A6Q

C. Vocabulary

annual
aptitude
associate's degree
bachelor's degree
CLEP
community service

doctorate
electives
entry level
grant
individual learning plan
interests

job description
KEES
KHEAA
learning styles
long term goals
master

post-secondary
recognition
salary
secondary
short term goals

Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

- www.careercruising.com Career Cruising
- *The College Circuit*. Free workbooks from The Kentucky Higher Education Assistance Authority (KHEAA). 1.800.928.8926 extension 7377.
- 8th or 9th grade counselor

B. Resource Text

C. Technology

- Computer Lab/Ipads for Career Cruising Website

D. Materials

- Paper for Activities
- Pencil and Notebook Paper
- Personal Binder/Folder

E. Equipment

- Computer Lab/Ipad Cart

F. Supplements

- [Supplement 1: Get It Done](#)
- [Supplement 2: What is KEES?](#)
- [Supplement 3: Do the Math](#)
- [Supplement 4: Grades = Cash](#)
- [Supplement 5: Answer Sheet and Rubric](#)
- [Supplement 6: The End or the Beginning](#)

Section VII: Scans (Secretary's Commission on Achieving Necessary Skills)

C1 – Allocates Time
C2 – Allocates Money
C5 – Acquires and Evaluates Information
C6 – Organizes and Maintains Information
C7 – Interprets and Communicates Information
C8 – Uses Computers to Process Information
C9 – Participates
C10 – Teaches Others
C12 – Exercises Leadership
C15 – Understands Systems
C16 – Monitors and Corrects Performance
C19 – Applies Technology to Task

F1 – Reading
F2 – Writing
F4 – Mathematics
F5 – Listening
F6 – Speaking
F7 – Creative Thinking
F9 – Problem Solving
F10 – Seeing Things in the Mind's Eye
F12 – Reasoning
F13 – Responsible
F16 – Self Management
F17 – Integrity/Honesty